Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area						
Learning	Coast to Coast	Coast to Coast	Ancient	Ancient	The Road to	The Road to
Journey	'Brighton Rocks'	'Brighton Rocks'	Darkness	Darkness	Tokyo	Tokyo
Main text	Dead Man's Cove	Dead Man's Cove	Rainmaker	Rainmaker		
studied	St Ives tourist					
	adverts/	Flotsam	Wolf Brother	Wolf Brother		
	persuasive writing					
	Flotsam		Information text of			
			clan animal			
	CC History	CC Science				
	outcome:	outcome:	CC: Maya			
	Information text	Forces information	information texts			
		text				
Reading	Check that the	Consolidation- will	Consolidation- will	Consolidation- will	Consolidation- will	Consolidation- will
skills	book makes sense	prioritise based on	prioritise based on	prioritise based on	prioritise based on	prioritise based on
	to them, discussing	assessments.	assessments.	assessments.	assessments.	assessments.
	their					
	understanding and	Continue to explore	Continue to explore	Continue to	Continue to explore	Continue to explore
	exploring the	the meaning of	the meaning of	explore the	the meaning of	the meaning of
	meaning of words	words in context by	words in context by	meaning of	challenging words in	challenging words in
	in context asking	asking questions to	asking questions to	challenging words	context by asking	context by asking
	questions to	improve their	improve their	in context by	questions exploring	questions exploring
	improve their	understanding.	understanding.	asking questions	synonyms,	synonyms, definitions
	understanding.			exploring	definitions and by	and by using them in
				synonyms,	using them in a	a sentence.
				definitions and by using them in a	sentence.	
		Drawing inferences		sentence.		
		such as inferring		Sentence.		
		characters' feelings,	Drawing inferences	Drawing inferences	Drawing inferences	
		thoughts and	such as inferring	such as inferring	such as inferring	
		Liloughts and	such as inferring	Such as interring	Such as interring	

Drawing inferences	motives from their	characters' feelings,	characters'	characters' feelings,	Drawing inferences
such as inferring	actions, and	thoughts and	feelings, thoughts	thoughts and	such as inferring
characters'	justifying inferences	motives from their	and motives from	motives from their	characters' feelings,
feelings, thoughts	with evidence from	actions, and	their actions, and	actions, and	thoughts and motives
and motives from	the text.	justifying inferences	justifying	justifying inferences	from their actions,
their actions, and		with evidence from	inferences with	with evidence from	and justifying
justifying		the text. Develop	evidence from the	the text. Develop	inferences with
inferences with	Predicting what	children's	text. Develop	children's	evidence from the
evidence from the	might happen from	impressions of	children's	impressions of	text. Develop
text.	details stated and	characters based on	impressions of	characters based on	children's
	implied.	evidence from the	characters based	evidence from the	impressions of
Predicting what		text.	on evidence from	text.	characters based on
might happen from			the text.		evidence from the
details stated and	Summarising the				text.
implied.	main ideas drawn	Predicting what	Predicting what	Predicting what	
	from more large	might happen from	might happen from	might happen from	
	sections/chapters	details stated and	details stated and	details stated and	Predicting what
Summarising the	from a book and	implied.	implied.	implied.	might happen from
main ideas drawn	identifying key				details stated and
from more than	details that support				implied.
one paragraph,	the main ideas.	Summarising the	Summarising the	Summarising the	
identifying key		main ideas drawn	main ideas drawn	main ideas drawn	
details that		from more large	from more large	from more large	Summarising the
support the main		sections/chapters	sections/chapters	sections/chapters	main ideas drawn
ideas. Ordering the	Identifying how	from a book and	from a book and	from a book and	from more large
main events from	language, structure	identifying key	identifying key	identifying key	sections/chapters
the story.	and presentation	details that support	details that support	details that support	from a book and
	contribute to	the main ideas.	the main ideas.	the main ideas.	identifying key details
Identifying how	meaning through a				that support the
language, structure	range if genres and				main ideas.
and presentation	literary styles.				
contribute to		Identifying how	Identifying how	Identifying how	
meaning.		language, structure	language, structure	language, structure	

	Provide reasoned justifications for their views.	Provide reasoned justifications for their views using evidence/quotes from the text.	and presentation contribute to meaning through a range if genres and literary styles.  Comparing characters and settings by providing reasoned justifications for	and presentation contribute to meaning through a range if genres and literary styles.  Comparing characters and settings by providing reasoned justifications for	and presentation contribute to meaning through a range if genres and literary styles.  Comparing characters, plots and settings by providing reasoned justifications for	Identifying how language, structure and presentation contribute to meaning through a range if genres and literary styles.  Comparing characters, plots and settings by providing
			their views using evidence/quotes from the text.	their views using evidence/quotes from the text.	their views using evidence/quotes from the text.	reasoned justifications for their views using evidence/quotes from the text.
Poetry		Winter/Christmas Poetry	Mayan Poetry			
Fiction objectives	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models	Integrated dialogue to convey character and advance the action.  Consider how authors have developed characters and	Distinguish between the language of speech and writing and choosing the appropriate register  Consider how authors have developed	Distinguish between the language of speech and writing and choosing the appropriate register  Consider how	Distinguish between the language of speech and writing and choosing the appropriate register  Consider how authors have developed	Distinguish between the language of speech and writing and choosing the appropriate register  Consider how authors have developed characters
	for their own.  Consider how authors have	settings and apply this to their own writing.	characters and settings and apply this to their own writing.	authors have developed characters and settings and apply	characters and settings and apply this to their own writing.	and settings and apply this to their own writing.

developed	Draft, edit and		this to their own		Draft, edit and
characters and	improve their	Draft, edit and	writing.	Draft, edit and	improve their writing.
settings and apply	writing.	improve their		improve their	
this to their own		writing.	Draft, edit and	writing.	Describing settings,
writing.	Describing settings,		improve their		characters and
Draft, edit and	characters and	Describing settings,	writing.	Describing settings,	atmosphere. Use
improve their	atmosphere.	characters and		characters and	verb choice and noun
writing.		atmosphere. Use	Describing settings,	atmosphere. Use	phrases carefully to
	Use a wide range of	verb choice and	characters and	verb choice and	show character.
Describing settings,	cohesive devices,	noun phrases	atmosphere. Use	noun phrases	
characters and	including	carefully to show	verb choice and	carefully to show	Use a wide range of
atmosphere.	adverbials, to build	character.	noun phrases	character.	cohesive devices,
	cohesion within and		carefully to show		including adverbials,
	across sentences	Use a wide range of	character.	Use a wide range of	to build cohesion
Use a wide range	and paragraphs.	cohesive devices,		cohesive devices,	within and across
of cohesive		including adverbials,	Use a wide range	including adverbials,	sentences and
devices, including	Further develop the	to build cohesion	of cohesive	to build cohesion	paragraphs.
adverbials, to build	structure of	within and across	devices, including	within and across	
cohesion within	paragraphing.	sentences and	adverbials, to build	sentences and	
and across		paragraphs.	cohesion within	paragraphs.	Selecting vocabulary
sentences and	Selecting		and across		and grammatical
paragraphs.	vocabulary and		sentences and		structures that
C 1 .:	grammatical	Selecting vocabulary	paragraphs.	Selecting vocabulary	reflect the level of
Selecting	structures that	and grammatical		and grammatical	formality required.
vocabulary and	reflect the level of	structures that	Calcatta	structures that	Show this through
grammatical	formality required	reflect the level of	Selecting	reflect the level of	dialogue and
structures that reflect the level of	Encuring the	formality required.	vocabulary and	formality required.	different character
	Ensuring the consistent and	Show this through dialogue and	grammatical structures that	Show this through dialogue and	voice.
formality required	correct use of tense	different character	reflect the level of	different character	Ensuring the
Ensuring the	throughout a piece	voice.	formality required.	voice.	consistent and
consistent and	of writing.	voice.	Show this through	voice.	correct use of tense
correct use of	or withing.		dialogue and		נטוופנו עשב טו נפוושל
COLLECT RISE OF			ulalogue allu		

	tense throughout a piece of writing.  Character description and setting description, diary entries in role, tourism advert/guide		Ensuring the consistent and correct use of tense throughout a piece of writing.	different character voice.  Ensuring the consistent and correct use of tense throughout a piece of writing.	Ensuring the consistent and correct use of tense throughout a piece of writing.	throughout a piece of writing.
Non-fiction objectives	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. chatty style or formal letter.  Use further organisational and presentational devices to structure text and to guide the reader.	Reported speech and non-fiction paragraphing. Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. Mayan information text for the library and instructional writing how to be an archaeologist.  Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. science changing state investigation.  Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. famous artist biography.  Use further organisational and presentational devices to structure text and to guide the reader e.g Information text on Japan. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g instructional writing. What to expect from year 5.
Grammar	Develop an understanding of	Brackets, dashes or commas to	Use inverted commas and other	Recognise vocabulary and	A recap of previous learning will be	A recap of previous learning will be

W	what makes a	indicate parenthesis	punctuation to	structures that are	needed and over	needed and over
	sentence e.g. verb,	•	indicate direct	appropriate for	learning of trickier	learning of trickier
	subject and object.	Indicating degrees	speech	formal speech and	objectives will need	objectives will need
	Clarify	of possibility using	•	writing, including	to be covered	to be covered
u	understanding of	adverbs or modal		subjunctive forms	regularly.	regularly.
	main clause and	verbs	Use the perfect	·	,	
Si	imple sentence.		form of verbs to	Use passive verbs	Use a range of	Use a range of
		Linking ideas across	mark relationships	to affect the	sentence styles and	sentence styles and
C	Converting nouns	paragraphs using	of time and cause.	presentation of	structures e.g.	structures e.g.
0	or adjectives into	adverbials		information in a	complex, compound	complex, compound
v	verbs using suffixes		Brackets, dashes or	sentence	and simple	and simple sentences
-	-ate, -ify, -ise"	Use of commas to	commas to indicate		sentences for effect.	for effect.
		clarify meaning or	parenthesis	Devices to build		
Ir	ndicating degrees	avoid ambiguity		cohesion eg: then,	Manipulate clauses	Manipulate clauses
0	of possibility using		Indicating degrees	after that, this,	e.g. position of	e.g. position of
a	dverbs or modal	Relative clauses	of possibility using	firstly	subordinate clause.	subordinate clause.
V	verbs	beginning with who,	adverbs or modal	Linking ideas across		
		which, where,	verbs	paragraphs using	Use commas	Use commas
R	Relative clauses	when, whose, that,		adverbials of time,	accurately in lists	accurately in lists and
b	eginning with	or	Relative clauses	place and number	and to mark clauses.	to mark clauses.
l w	vho,	an omitted relative	beginning with who,			
W	which, where,	pronoun	which, where,	Indicating degrees	Vary the use of	Vary the use of
l w	when, whose, that,		when, whose, that,	of possibility using	person (1st and 3rd)	person (1st and 3rd) to
0	or	Verb prefixes dis-	or	adverbs or modal	to show a range of	show a range of
a	n omitted relative	de- mis- over- re-	an omitted relative	verbs	perspectives.	perspectives.
p	oronoun		pronoun			
		Converting nouns or		Relative clauses		
	/erb prefixes dis-	adjectives into	Devices to build	beginning with		
d	de- mis- over- re-	verbs using suffixes	cohesion eg: then,	who, which, where,		
		-ate, -ify, -ise	after that, this,	when, whose, that,		
	Devices to build		firstly.	or an omitted		
C	cohesion eg: then,	Devices to build		relative pronoun		
		cohesion eg: then,				

aft	ter that, this,	after that, this,	Linking ideas across	Verb prefixes dis-	
firs	stly	firstly	paragraphs	de- mis- over- re-	
			using adverbials of		
Bra	ackets, dashes or	Linking ideas across	time, place and	Use of commas to	
cor	mmas to	paragraphs	number	clarify meaning or	
ind	dicate	using adverbials of		avoid ambiguity	
par	renthesis	time, place and	Use of commas to		
		number	clarify meaning or	Indicating degrees	
Lin	nking ideas		avoid ambiguity	of possibility using	
	ross paragraphs	Using relative		adverbs or modal	
	_	clauses beginning	Verb prefixes [for	verbs	
	-	with who, which,	example, dis-, de-,		
nui		where, when,	mis–, over– and re–]	Brackets, dashes or	
		whose, that or with		commas to indicate	
		an implied (i.e.	Converting nouns or	parenthesis	
	,	omitted) relative	adjectives into		
avo	oid ambiguity	pronoun.	verbs using suffixes	Indicating degrees	
			–ate, -ify, -ise	of possibility using	
		Use subordinating		adverbs or modal	
		conjunctions and	Use subordinating	verbs	
		subordinate clauses	conjunctions and	l la a acchanglio ationa	
ver		to add detail and	subordinate clauses to add detail and	Use subordinating	
Her		expand sentences.  Over learning of this		conjunctions and subordinate	
	•	will be needed to	expand sentences.	clauses to add	
	•	embed.	Use and understand	detail and expand	
	mplicated	embeu.	the purpose of the	sentences.	
	formation		following:	Jerrences.	
	ncisely		Tonowing.		
Red	ecap use of				
	ordinating				
	njunctions e.g.				

	F.A.N.B.O.Y.S (This will need regular recaps)  modal verb relative pronoun relative clause parenthesis					
	dash cohesion					
	ambiguity					
Punctuation	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation.
	marks and question marks.  Recap use of	marks and question marks.  Speech punctuation	Use brackets, dashes or commas to indicate parenthesis mostly	Use brackets, dashes or commas to indicate parenthesis mostly	Use brackets, dashes or commas to indicate parenthesis mostly correctly	Use brackets, dashes or commas to indicate parenthesis mostly correctly
	commas in a list.	and rules e.g. new line new speaker,	correctly	correctly	using semi-colons,	using semi-colons,
	Use brackets, dashes or commas to indicate parenthesis (GD)	capital letters and punctuation inside speech marks.	using semi-colons, colons or dashes to mark boundaries between (GD)	using semi-colons, colons or dashes to mark boundaries between (GD)	colons or dashes to mark boundaries between (GD)	colons or dashes to mark boundaries between (GD)
		Use commas to clarify meaning or avoid ambiguity in writing	Using a colon to introduce a list	Using a colon to introduce a list	Using a colon to introduce a list punctuating bullet points consistently	Using a colon to introduce a list punctuating bullet points consistently

		Use brackets, dashes or commas to indicate parenthesis mostly correctly (GD)	punctuating bullet points consistently	punctuating bullet points consistently		
Spelling	Spell accurately all words from the Y3-4 statutory word list  Words with the letter string 'ough'  Words with 'silent' letters  Words ending in '-able' and '-ible'  Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Spell many words from the Y5-6 list  Plurals (adding '-s', '-es' and '-ies'  Apostrophe for contraction and possession  Use of the hyphen  Using a dictionary to support learning word roots, derivations and spelling patterns  Building new words from known morphemes	Apostrophe for possession  Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)  Words ending in '-ably' and '-ibly'  Homophones (led/lead, steel/steal, alter/altar)  Homophones	Spellings taught in previous half term  Homophones  Words from statutory and personal lists  Words with the /i:/ sound spelt 'ei'  'ei' and 'ie' words	Words from statutory and personal spelling lists  Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)  Homophones	Proofreading: use of dictionary to check words referring to first three or four letters  Problem suffixes  Homophones  Spelling aspects from Year 5 that are not secure